

Chapter Two

Literature Review

This chapter reviews the theory and some studies related to this research. In this chapter, the researcher writes some essential studies from the previous research, books, and journals related to this research. There are several significant points in this chapter. In this literature review, the topic composes teaching strategies, strategies in the classroom control, discipline, types of discipline, factors affecting discipline, classroom management, definition of classroom management, the problems or challenges faced by teachers, and conceptual framework. In the last of chapter two, the researcher also puts the review of related studies.

Teaching Strategies

Teaching strategies are the ways or strategies used by the teachers to handle their students and manage the classroom. Besides, those are the ways used by the teachers to handle and manage the behavior their students in the classroom or as interaction between the teachers and students in communication. However, the teachers should establish the interaction or communication with their students when they teach in the classroom. Yadav (2017) argued that teaching can be described through the behaviors of the teachers and students. Yadav (2017) also said “Teaching strategies are mainly production strategies and communication strategies are social strategies used to establish interaction” (p.15). Yadav (2017) stated that strategies can be defined as procedure used by the teachers to reach the goals in the learning process. Thus, teaching strategies refer to the technique or actions used by teachers so that language teaching become more successful and enjoyable (Yadav, 2017).

Furthermore, he also mentioned that teaching strategies is the methods or plans chosen by teachers to solve the problem and reach the goal, so that their classroom becomes successful in teaching-learning process. Kamboj and Singh (2015) defined “Teaching cannot be successful without knowledge of learning styles and the commitment to match them with teaching styles and strategies” (p.290).

Strategies in the Classroom Control

According to Cheah and Kannan (2016), there are four-directed strategies in the classroom control especially in the discipline namely self-directed, student-directed, organizational-directed, and situation-directed. Besides, Syafei and Irawati (2016) stated that there are two strategies in the classroom control especially in the discipline such as reward and punishment. Hence, each strategy of classroom control is explained in the following paragraphs in detail.

Self-directed. Self-directed strategy is the strategy used by the teachers to educate, improve, and avert from disciplining unethically or ineffectively students' behavior in the classroom. The purpose of self-directed strategy is to improve private strength such as the skills of the teachers, leadership styles, and solve the problem. Besides, it can also to avoid punishing the students excessively and improve the weakness of the teachers through self-reflection.

Student-directed. Student-directed strategy is the strategy used by the teachers to educate and guide the students' misbehavior in the classroom. Furthermore, the teaching and learning process become more effective. The purposes of student-directed are to change the students' misbehavior towards a good behavior,

transform the students' misbehavior by guiding their students, and prevent bad behavior from situation of students in the future.

Organization-directed. Based on Standard Operating Procedures (SOPs) and teachers' code of ethics, organization-directed strategy consists of tactics to comply with school management orders. The purpose of organization-directed is to manage the problems of discipline based on Standard Operating Procedures (SOPs).

Situation-directed. Regarding the Standard Operating Procedures (SOPs) and teachers' code of ethics, situation-directed strategies are tactics used to control, reduce or eliminate discipline situations from escalation and re-occurrence. The purpose of situation-directed is to manage or control the situation so it does not get worse.

Syafei and Irawati (2016) said that there are two strategies used in many environments including in the teaching-learning process especially in the discipline namely reward and punishment. Each strategy of classroom control is explained in the following paragraphs.

Reward. Reward is the strategy used by the teachers, so that students are interested and comfortable in the learning process. Also, it can be used to motivate the students in the classroom to learn better. There are some points of reward which can be used by the teachers in the classroom such as non – verbal reward, compliment or positive feedback, and point or sticker.

Punishment. Punishment is a consequence from the teachers to the students' misbehavior. Punishment is used as a consequence, so that the students do not make any mistakes again in teaching-learning process in the classroom. Besides, it can also

make the students to be disciplined, reduce their negative behavior, and motivate the students' learning better in the classroom. That way, the teachers should apply the punishment to the students carefully and be fair. There are some examples of punishment which can be used by the teachers in the classroom such as warning, memorizing vocabulary, decreasing students' point, taking garbage, and moving students seat position. According to Habibi, Mukminin, Najwan, Haswindy, and Marzulina (2018), to solve the students' problem of the discipline, the teachers can use a warning verbally first while using eye contact and giving advice before the teachers apply the punishment to the students in the classroom.

Classroom Management

The classroom management is also the significant aspect in the classroom. The teachers should manage their classroom in order to the teaching-learning process become more effective. In this part, the researcher will present about the definition of classroom management and the problems faced by teacher in the classroom. Each part of classroom management will be explained in the paragraphs below.

Definition of Classroom Management

Dogan and Bayraktar (2017) stated "Classroom management is the management of the place, students, and sources" (p.30). They also argued that classroom management can be defined as preparing an appropriate learning environment such as making and using the facilities, place, rules, and learning process. In addition, classroom management is defined as the use of the moral and material efficiently and effectively in the classroom which is appropriate with the goals in that organization.

Discipline

Discipline is the most important aspect in the teaching-learning process in the classroom activity. Dogan and Bayraktar (2017) said “Discipline is an important element for the students to achieve the required academic success” (p.31). Mensah (2009) stated that discipline is a process to develop the character of learners through training program. Besides, it is related to the behavior of students in the classroom. Ugurlu, Beycioglu, Kondakci, Sincar, Yildirim, Ozerf, and Oncela as cited in Evertson and Emmer (1982) argued that discipline is changing the behavior of the individuals from the bad to perform the desired behavior. According to Khan, Naz, Iqbal, Ali, and Khan as cited in Jackson Public Schools (2013), discipline is not punishment but changing of the students’ misbehavior in order to have good behavior. Khan et.al (2013) also mentioned that discipline is the key solution to manage or handle the students in the classroom, and the teachers not only teach their students, but also they should handle the students’ misbehavior and make learning environment to be more effective. Ugurlu, Beycioglu, Kondakci, Sincar, Yildirim, Ozerf, and Oncela (2015) stated “One of the roles of the teachers in classroom is to ensure classroom discipline to be better” (p.121). In addition, discipline is the willingness and capability to respect competency and observe conventional or established laws from the society or other organization (Mensah, 2009). Furthermore, he explained “Discipline means learning and the learners are called as the discipline” (p.1). Therefore, the aim of discipline is to make a safe and comfortable learning environment in the classroom (Mensah, 2009).

Types of discipline

In this part, the researcher will present about types of discipline. According to Mensah (2009), there are two kinds of discipline, external discipline and self-discipline called free discipline. The types of discipline are explained in the following paragraphs in detail.

External discipline. External discipline is the restriction of a person supported by some sanctions. In addition, external discipline includes the teachers, parents, and the other external forces. The external discipline means the situation where the learners obey the rules for fear of punishment, and they will return to their natural behavior.

Self-discipline or free discipline (inside discipline). Inside discipline is the discipline which does not need the strength from outside. Besides, the inside discipline means the discipline which comes from individual called as intrinsic discipline.

Factors Affecting Discipline

There are several factors affecting the discipline in the classroom. According to Mensah (2009), there are four factors namely individual differences, classroom management, self-management, and students' misbehavior. Hence, each factor of affecting discipline is explained in the paragraphs below.

Individual differences. One of the factors affecting discipline is individual differences. The examples of individual differences are ethnic, culture, gender, and disability.

Classroom management. The factors affecting discipline are punitive classroom and behavior management practice.

Self-management. The factors affecting discipline are the learners' lack of opportunity to learn and practice self-management skills or pro-social interpersonal.

The Problems or Challenges Faced by the Teachers

Challenge is the biggest problem faced by the teachers specially to manage their classroom (Yadav, 2017). According to Tarman (2016), one of the most difficult problems in school is classroom management and lack of discipline. Sieberer-Nagler (2016) stated that the difficult aspect in the classroom management is to manage the students' behavior. Besides, Cushman, Edwards, and Eisenman (2015) argued that the difficult problem faced by teacher in the classroom is to manage the classroom effectively or lack of focus on classroom management. In addition, Khan et.al (2013) stated that there are several problems of students in the classroom. For instance, the students do not do their homework, talk too much in the class, walk around in the class, leave the class without permission to the teacher, and fight with other friends in the classroom.

Review of Related Studies

In this research, the researcher develops the research by looking at other researches which are in line with the research purpose. There are two researches about the teachers' strategies for discipline. In this part of the research, the researcher summarizes and reviews about the teachers' strategies to enforce students discipline

in the classroom. For more detailed information, each related study is explained in the following paragraphs briefly.

The first research was conducted by Rahimi and Karkami (2015) entitled “The Role of Teachers’ Classroom Discipline in Their Teaching Effectiveness and Students’ Language Learning Motivation and Achievement: A Path Method”. This study was conducted in 2015. The aim of this study was to investigate the role of EFL teachers’ classroom discipline strategies in their teaching effectiveness and their students’ motivation and achievement in learning English as a foreign language. The participants were 1408 students all grade one and two in Junior High School of District 1 of Sari in which a city was located in the north of Iran. Besides, the instrument to gather the data was classroom discipline strategy questionnaires, effective EFL teachers’ questionnaires, attitude/motivation test battery, and official reports of English scores. Therefore, the results of this study showed that EFL teachers generally used productive discipline strategies such as recognition or reward and discussion more than aggression and punishment.

The second research was conducted by Hatice Vatansever Bayraktar and M. Cihangir Dogan (2017). The aim of this study was to examine the teachers of elementary school about the perceptions of discipline types used for classroom management and find out the differences between the perceptions of discipline types used by primary school teachers in the classroom. The participants of this study consisted of the primary school teachers working in Istanbul in the 2015-2016 academic years. The sample of this study consisted of 275 primary school teachers working in Gaziosmanpaşa, Bağcılar, Küçükçekmece and Başakşehir districts of

Istanbul. The researcher used survey model as research model and the scale as data collection tools. The results of this study showed that the teachers of primary school preferred the preventive discipline approach applied in classroom management.

There are similarities and differences between the two researches and this research. The purpose of two studies and this research is similar to investigate the classroom discipline, but in this research, the researcher focuses on finding out the teachers' strategies to enforce the students' discipline in the classroom. This research and two studies above have some differences. For example, the participants of the second research are primary school teachers as the participants. In addition, the two previous studies use the quantitative approach and questionnaire as data gathering method. In this research, the researcher uses qualitative research as research design and interview as research method. Thus, the first and second previous research only investigates about the English strategies enforcing the students' discipline, but in this research, the researcher investigates two cases in the classroom. The first case aims to investigate English teachers' strategies enforcing students' discipline in the classroom and the challenges faced by English teachers in implementing each strategy comes as the second case.

Conceptual Framework

Lack of the students' discipline has become a common problem at the schools. According to Tarman (2016), lack discipline is one of the complex problems, and the issue has become a concern of teachers and school administrators. Belle (2018) argued that lack of students' discipline in secondary school becomes a common problem in some countries.

Regarding the explanation mentioned above, it explains about lack of the students' discipline which comes as a common problem at the school. In this condition, some students at junior high school in Yogyakarta are potential to have less discipline in the classroom. Besides, this cause situation of the classroom tends not to be effective, and the learning process is not comfortable. To respond this situation, the teachers should have some appropriate strategies to enforce students' discipline in the classroom. In addition, the teachers should also know the factors affecting discipline on the students and problems faced by the teachers in the classroom. Therefore, this researcher wants to investigate the teachers' strategies to enforce the students' discipline in the classroom and the challenges used to apply those strategies. The following chart is to simplify the concept of the research.

Figure 1

Conceptual Framework

